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ABSTRACT

Because of the enormous amount of available career information, school counselors require the skills to identify the appropriate information for clients and to know its sources. Accordingly, this module consists of three training activities in career information gathering for school counselors. Activity 1, "Appropriate Information," focuses the counselor's or student's attention on the importance of collecting the appropriate information rather than the random collection of miscellaneous information. Students respond to a number of simulated career guidance situations, in which they are asked to identify which materials they think appropriate for each situation. Responses are discussed in small groups and reported back to the class. Activity 2, "Sources of Career Information," provides an overview of the sources of information as well as a system for classifying information as to purpose and quality of source. Activity 3, "Forms of Career Information," requires students to bring to class a "piece of career information." After analyzing this material as to its possible uses student counselors are asked to think of four effective ways to present career information to their clients, in accordance with Kolb's experiential learning theory model. (TE)

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Career Information Module for G&C 530, Career Development
and
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MODULE TITLE. CAREER INFORMATION I

INTRODUCTORY STATEMENT:

RATIONALE

Since the turn of the century both role and public expectation require counselors be knowledgeable about career information. Because so much information is available, counselors must have the skill to identify the appropriate information for the client and to know its sources

GOAL

The goal of this module is to train counselors to identify the appropriate information for various settings and to find it.

ACTIVITIES

Following are two activities which comprise this module.

* * * * *

ACTIVITY 1. Appropriate Information.

This activity focuses counselor/student attention on the importance of collecting the appropriate information rather than the random collection of miscellaneous information which characterizes most programs. Using a paper and pencil - Socratic approach students respond to a number of simulated career guidance situations. These are then discussed in small groups and in the class. Correct responses are presented by the instructor.

1. Behavioral Objective. Students will be able to identify appropriate information needs for the particular clientele they will serve.
2. Process description. Students will be given a list of student situations and asked to identify which materials they think appropriate for each situation. Their responses are discussed in small groups which, in turn, report their responses in the class. The instructor enters this presentation with additional or corrected information based on client needs and developmental level.
3. Time. 30 Minutes.
4. Materials. The list of simulations. (attached)
5. Resources.

Zunker, V.G., Career Counseling: Applied Concepts of Life Planning, 2nd Ed. Monterey: Brooks/Cole Publisher, 1986

Boyle, K. K., Coordinate Career Resource Centers. Columbus: National Center for Research in Vocational Education, (Module CG C-5, Competency-based Career Guidance Modules), 1986.

Fredrickson, R. Career Information. Englewood Cliffs:
Prentice-Hall, 1982.

Pfister, L. A. & Saunders, C., Determine Client and Environmental
Needs. Columbus: National Center for Research in Vocational
Education, (Module CG A-6, Competency -based Career Guidance
Modules) 1986.

6. Special Materials.

1. Attached are copies of the situational worksheets.
2. Best responses require a thorough knowledge of the available materials on the part of the instructor. Material selection varies according to Developmental level of the clientele, their background (social & educational,), life and work experience, sex, age, and assessed needs.

Career Information - Module 1

CAREER INFORMATION SITUATION ANALYSIS

Identify the career information which would be appropriate in each of the following situations.

A. You are an elementary teacher who wants your students to know more about the job opportunities which will be available when you students finish high school. What assumptions might you make? What form of information would be appropriate? Where would you find the information needed?

B. You are a counselor in an agency for laid off workers. What are your assumptions about their needs? What career information and/or skills would be needed? How would you acquire the necessary materials?

C. You are conducting a careers class in a community college. Because it is a relatively poor area the students all feel the need to get training and enter the labor market as soon as possible? What information do they need? How will you provide it.

D. You are a middle school counselor. You hear students talk alot about jobs, but they seem to have no career goals. They don't seem to know what they want. What kinds of career information do they need?

E. You have been given the responsibility for the successful placement of high school students both in a coop program and after graduation. What information and/or skills do they need? How would you present it?

F. As a senior high school counselor you have been charged with assuring the school board that all the students have selected a career or field of study. What materials do you need?

ACTIVITY 2. Types of Information

This activity is intended to provide the student counselor with an overview of the sources of information as well as system for classifying information as to purpose and as to quality of the source.

1. Behavioral Objective. Given a piece of career information, students will be able to identify a variety of uses as well as the quality of the material.
2. Process Description. Students will be asked to bring to class "a piece of career information material" to the next class and describe it's uses. During the "next class" students will be presented with a large variety of material from the instructor's and the department's library. These materials are presented according to the outline "Sources of Career Information." (attached) After this presentation and explanation (lecture) by the instructor. Students are asked to revise or add to the uses of their material. (Note: This is best done in a group.)
3. Time. 4 Hours.
4. Materials. An outline of "Sources of Career Information." Examples of all the materials on the above outline. Instructors are urged to develop a large upto date library composed of single examples of commonly used materials from: periodicals, public publications, private publications, computers, recordings, instrumentation, etc.
5. Recources.

Hoppock, R. Occupational Information. New York: Houghton Mifflin, 1978. (A classic and still a source of excellent advice)

Michigan Occupational Information Coordinating Committee, Resource Guide for Career Guidance and Placement Professionals. Lansing: MOICC, 1988. (An excellent summary of current traditional materials.)

SOURCES OF CAREER INFORMATION

I. OCCUPATIONAL INFORMATION

PRIMARY

Primary sources of occupational information are those sources who have first hand knowledge of the occupation.

1. Employees themselves
2. Employers
3. Union leaders.
4. Government researchers who, presumably, have no bias.
5. Government publications - state and federal.
6. First hand interviews on radio and TV.

SECONDARY SOURCES

Secondary sources of occupational information are all other sources.

1. Privately published career materials (books, pamphlets)
2. Materials published by professional organizations and unions.
3. Newspapers and magazines.
4. Radio and TV (unless first hand interviews).

II. DECISION MAKING INFORMATION

A. SELF UNDERSTANDING

PRIMARY SOURCES

1. Self report (self concept)
2. Self report (tests and inventories)
3. Parents and siblings.
4. Counselors - sometimes.
5. Values clarification exercises
6. Values and attitude inventories

SECONDARY SOURCES - SELF UNDERSTANDING

1. Friends
2. Teachers
3. Counselors - sometimes.
4. Non - technical tests.

B. GOALS AND GOAL SETTING

PRIMARY SOURCES

1. Self identified goals
2. Goals established through a personal process
3. Self study

SECONDARY SOURCES

1. Goals set by others; parents, teachers,
2. Goals set by society; school, friends, neighborhood, culture.

C. CAREER OPTIONS - See "career information" above.

PRIMARY SOURCES

1. Employees
2. Employers
3. Union and professional associations.
4. Government publications
5. Options developed through self assessment. SDS, Interest inventories.

SECONDARY SOURCES

1. Publications, books, pamphlets.
2. Television.
3. Friends, teachers, acquaintances.
4. Textbooks
5. Suggestions by parents, friends and teachers

D. RISK INFORMATION - Probability of success and what is gained or lost in any decision.

PRIMARY SOURCES

1. Government sources such as the Occupational Outlook Handbood, Bureau of Labor Statistics publications, Michigan Department of Labor statistics publications and MOIS.
2. Private reports from professional and labor organizations such as reprots from the National Association of Colleges of Teacher Education (NCATE), American Psychological Association (APA), Communication Workers of America (CWA) or the United Auto Workers (UAW).

SECONDARY SOURCES

1. Public media: newspapers, magazines, television, advertisements

E. JOB SELECTION INFORMATION - Information needed to make decisions about specific job offers.

PRIMARY

1. Brochures prepared by the company
2. First hand statements made by company interviewers and managers
3. Direct statements made by employees of firm making offer.
4. Research reports produced by corporate analysts such as Standard and Poors produced for investment and other purposes.

5. Annual and quarterly stockholder reports.
6. Reports produced by funding agencies such as United fund or governmental agencies. (for social work and education positions)

SECONDARY

1. Reports in newspapers, magazines.
2. Comments by friends, family and others.

ACTIVITY 3. Forms of Career Information

This activity is introduced to teach the student counselor to think of more effective and more creative ways to present career information to their clients.

1. Behavioral Objective. Students will present four different ways to present a given piece of career information.
2. Process Description. Students are required to bring to class "piece of career information (see Activity 2). After analyzing this material as to it's possible uses students are then asked to think of four ways to present it to students which are consistent with each of the four forms of Kolb's experiential learning theory model.

To enable the students to do this the instructor must first give a short lecture on Kolb's model (attached). This presentation must include examples of the kind of materials used.

3. Time. 1.5 hours.
4. Materials. An outline of "forms of Career Guidance Information." Appropriate sample materials or descriptions of them from the field are also used to illuminate the lecture.
5. Resources. Atkinson, G. and Murrell, P.H. "Kolb's Experiential Learning Meta-Model for Career Exploration, Journal of Counseling and Development, V. 66, April 1988, pp. 374-377.

FORMS OF CAREER GUIDANCE INFORMATION

Counselors who truly intend to help their clients learn about themselves and careers need to base their planning on some consistent learning theory. Kolb developed a learning model based upon those of Dewey, Lewin, and Piaget. As adapted, it classifies career guidance information experience into four categories; concrete, reflective, abstract, and activity. Hopefully a guidance program or curriculum will provide all four experiences for each learning. All career guidance activities fall into two types, those which help the person understand either themselves or the world about them.

A. SELF UNDERSTANDING

1. Concrete experiences. Open self assessment.
 - a. Discussing personal values, wants, needs and interests with a counselor parents or friends.
 - b. Values clarification exercises.
 - c. Writing about personal experiences, events and decisions.
 - d. Identifying and discussing strengths and shortcomings.
 - e. Others. _____
2. Reflective experiences. Examination of concrete experiences.
 - a. Ranking of values, etc. and seeking an explanation of the ranking.
 - b. Seeking and describing a pattern of decisions.
 - c. Weighing the value of input from significant others on self understanding
 - d. Guided imagery can facilitate reflective experience.
 - e. Others. _____
3. Abstraction opportunities. Opportunities which help the client think about themselves in context of the world beyond themselves; to make hypotheses; to make plans.
 - a. Use of Self Directed Search, Strong-Campbell, or the Career Maturity Inventory.
 - b. Other, _____
4. Active Experimentation.
 - a. Writing tentative resume.
 - b. Practice interviewing.
 - c. Writing 3rd person biography of self.
 - d. Simulated and real opportunities to publically assert self.
 - e. Other. _____

* Atkinson, G. & Murrell, P.H. "Kolb's Experiential Learning Theory: A Meta-Model for Career Exploration, Journal of Counseling and Development, V 66, April 1988, pp 374 - 377.

B. OCCUPATIONAL EXPLORATION

1. Concrete experiences. Experiences which give the client a first hand experience with the occupation.
 - a. Shadowing experiences on the job.
 - b. Part time and volunteer jobs
 - c. High high quality video and movies.
 - d. Well simulated work stations activity.
 - e. Others. _____
2. Reflective experiences. Experiences which help clients think about their concrete experiences.
 - a. Small group discussions of activities and observations.
 - b. Write a short paper on observations and reactions.
 - c. Help clients identify skills and attitudes needed the occupation experienced.
 - d. Other. _____
3. Abstraction Opportunities. Needed to help the client see the occupations studied in context with the rest of the world.
 - a. Study occupational classification in D.O.T or G.O.E.
 - b. Find or classify occupation(s) into occupational clusters.
 - c. Use computer based career search - MOIS, SIGI, DISCOVER, PASSPORT.
 - d. Other. _____
- 4 Active learning. Apply what they had learned about the occupation.
 - a. All kinds of role playing
 - b. Volunteer and part time work.
 - c. First jobs.
 - d. Other. _____